

Newsletter

Fall / 78 Vol. 5 #1

Blissymbolics
Communication
Institute



BLISSYMBOLICS COMMUNICATION INSTITUTE

The purpose of this Newsletter is to publish articles and news items concerning Blissymbolics which utilizes visual symbols as an augmentative to communication. The many applications of Blissymbolics include the following:

1. Communication Difficulties
2. Cognitive and Language Development
3. Reading
4. International Communication

SUBSCRIPTIONS Available from: Blissymbolics Communication Institute
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each issued three times a year

ARTICLES Readers are encouraged to contribute letters and articles in order to share their symbol experiences.

Send to: B.C.I. Newsletter
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EDITORIAL

I hope our subscribers are patient. Perhaps you thought this Fall edition would never arrive ! A number of factors caused the delay including postal strikes, a change in printing procedures, and a conflict with local municipal elections resulting in the printers allocating low priority to our publication.

However, symbol people always triumph and here we are with another healthy issue. Grateful thanks are extended to all those who solicited and wrote articles with special mention to our Maritimes colleagues for their numerous contributions.

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We begin with an interesting story concerning one symbol user, Elaine, written from three viewpoints. Elaine's introduction to symbol communication is described by Jane Green and her present teacher, Anne Martin, reports on the use of symbols in the study of mathematics. To conclude the story, Kathy writes of Elaine's social skills and use of the symbol board in the wider world.

This summer I attended a BCI workshop on symbols for the pre-schooler and one of the required exercises was to devise symbol games. Two occupational therapists from O.C.C.C., suggested the games included here with more ideas to follow in the next Newsletter.

A fellow teaching colleague in Hamilton, Dolores Gugler, works with severely retarded children at the Dr. Rygiel Home and has submitted some of the ideas she uses in the classroom for your consideration.

A most interesting story comes to us from St. Catherines. Jean Walker is the mother of a severely physically handicapped young man whose eagerness to communicate has resulted in a rather unusual use of lyrics. I had the privilege of introducing John to symbol communication five years ago and am delighted to find that his expressive abilities are still expanding.

Stella Bailey is a speech pathologist working in England. Her case report on symbol communication with an adult dysphasic will be of great interest to those who are currently experimenting in this field.

An informal little news item is contributed by Patricia Hollingsworth of New Oxford, Pennsylvania.

A new feature of our Newsletter is the "Symbol Users' Corner". Many of you will be familiar with the Symbol Users' Newsletter put out by Russell Cecchini in Smith Falls. Russell has now moved to Hamilton to become a resident of Participation House and will be working with me in attempts to obtain symbol contributions.

The ever-expanding use of Blissymbolics as a treatment mode for individuals with communication disorders is most gratifying to those of us who believe that this system has enormous untapped potential. A report on its use with an aphasic child in Nova Scotia is submitted by Joan MacLeod.

Also expanding is international interest in Blissymbolics, which must delight our mentor, Charles Bliss, whose original purpose was to create an international method of communication. One such programme in Holland is described for us by Ruut Koopmans.

A number of regions in Canada and the United States have set up local associations for the purpose of promoting the use of Bliss-symbolics and co-ordinating the efforts of instructors. We are pleased to hear from Jane Green reporting on activities of the Newfoundland and Labrador Association.

Another Maritimes contribution comes from Linda Rathburn describing a pre-school programme in Nova Scotia.

The Greater Victoria Blissymbolics Association has designed T-shirt transfers and protective plastic covers for symbol displays. Sachi Tamura has provided instructions for their purchase.

To conclude this edition, Margrit Beesley informs us of a new Communication Aids Display Room being set up at the Ontario Crippled Children's Centre in Toronto.

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There has been some discussion lately on the format and direction that this Newsletter should undertake. Since our humble beginnings in March 1974, many minor changes have occurred but we have retained the basic idea, that of an informal exchange of symbol experiences. Is it perhaps time for our Newsletter to become more "polished" and professional in nature or does the current format and style suit our purpose? There are two areas to be considered; production and content.

We would, of course, prefer to have a fully type-set printed production but this is a costly procedure. At the present time, your two-fingered, poorly co-ordinated editor types the pages (which explains the typographical errors which are bound to occur!) and they are reproduced and collated by professional printers. Is this good enough or would you prefer to increase the subscription rate in order to obtain professionally printed editions?

As for content, we currently attempt universal appeal. That is, to provide material of interest to symbol users, parents, professionals, and interested members of the public at large. The question here is whether our goal is too global to be covered adequately and, if so, should we perhaps narrow our focus in one or two particular directions.

You, the subscribers, can provide the answers. Are you satisfied with the Newsletter? Do you consider that you are getting value for money? What do you like and dislike about the Newsletter? Please send your comments, both complimentary and critical, to me at:

BCI Newsletter Office
64 Magnolia Drive
Hamilton, Ontario
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A number of articles in this edition invite response from readers. You are reminded that letters should be addressed to the authors c/o B.C.I. in Toronto. In this manner, the B.C.I. is able to co-ordinate information relating to particular areas of exceptionality before forwarding letters to the authors. When appropriate and when permission is granted, your letters or segments of them may be used as reference material by the B.C.I. and Resource Centres.

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The Winter issue is due for publication in February 1979. Readers are urged to send their contributions to the Newsletter office by January 15th, 1979. Suggested guidelines are:

1. Length - articles and news items may be as long or short as you wish them to be. We welcome paragraphs and pages!
2. It is preferable for submissions to be typed and symbols drawn accurately with a template. However, recognizing that this is not always possible, we are willing to accept neatly written articles and freehand symbols. The symbols will then be professionally drawn and approved by BCI for publication.
3. Authors - anyone may contribute. We would ask that you include some personal information such as professional background, interest in symbols, programme experience, etc .
4. Content - any aspect of symbol communication, e.g., programme and instructional information, anecdotal and human interest stories, case studies, new equipment.
5. Photographs - we are able to reproduce black and white glossy pictures.

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Please note that contributions from symbol users, corrected only for drawing and minor errors, appear essentially as submitted. These articles provide examples of symbol output and may contain idiosyncratic usage which does not correspond to B.C.I. practice.

Barbara Rush
Editor

ELAINE - A PIONEER

By: Jane Green
Newfoundland

It seems to me that at every centre where Blissymbolics have taken firm root, there has been a Kari Harrington - a child or adult who has taken a quick grasp of the essentials and been able to demonstrate that this method of communication really does work. Newfoundland was lucky to have Elaine.

Elaine came into my class in January 1975. She was fourteen years old, dark-haired and pretty in repose. Athetoid and without functional speech, she was subject to wide swings of mood, but with a drive and determination which had helped her achieve walking, and let those working closely with her recognize that here was a most satisfying and delightful human being if only we could fully communicate.

She could read some simple words. She could add numbers up to ten but subtraction was erratic. She barely endured my denseness every morning in news time as we played interminable games of Twenty Questions. Luckily, her two friends from the Children's Home where she lived, were much cleverer than I. We started using simple picture and word boards - the old routine - with little satisfaction. We wrote notes to each other with letters on a magnetic board. One afternoon when I had been detained, I found on this board after she had gone home, the words, "Jump in pond" ! Luckily for us both, Blissymbolics was waiting.

In April 1975 I attended an Elementary Workshop at O.C.C.C., and Elaine awaited my return impatiently. Progress from the beginning was fast. She was both motivated, and ready for the concept of symbols. When school ended in June, she went home with a 200 symbol board. I had ten minutes at Deer Lake airport to explain the board to her parents and two of her ten brothers and sisters.

In September the board came back in shreds - it had been so well used. Elaine was darting about so fast, I had to ask her to slow down. We quickly moved on to a 400 board and to the use of some strategies. That school year we concentrated on communication - and how Elaine talked ! With her new electric typewriter, she was also learning to translate what she wanted to say via Bliss into readable English. She was able to write about her feelings to her parents.

However, every pioneer has difficulties to overcome. The euphoria of that first year (Elaine would refer to "B.S." and "A.S." - before and after symbols) was overlaid again by a measure of frustration. Blissymbols were good, but they were admittedly not as good as speech. They had also not cured her eating problems. The board would be flung across the room and she would resort once more to vocalization, less and less intelligible the more upset she got. Even her friends had a hard time - they either helped too little or too much.

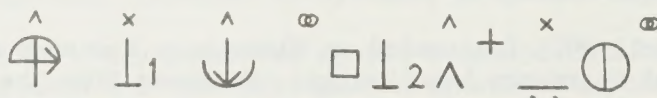
Even when she did use her board, the social worker at the Home, ourselves at school, and Elaine, became locked in a limited conversation which got us nowhere. "You do not understand my feels" she wrote one day on the typewriter. Gradually we tried to help her look outward from herself.

A source of great satisfaction to her, even at her low moments, was our need for her help with the Blissymbolics programme. The Children's Rehabilitation Centre would telephone and say, "We are seeing a potential symbol user this afternoon. Could we borrow Elaine to demonstrate to the parents how Blissymbols are used?" or "Could Elaine come and work with Johnny who is just starting symbols?" Whatever her mood had been, she always came through superbly - like a real professional. She demonstrated at the Elementary Workshop in St. John's in May 1977, even sharing a spot with Barbara Kates on T.V. She has shown the use of the board to students, to professionals at a Bliss Update Day, and to the general public one marathon Saturday afternoon during Ability Week at a shopping mall. She has encouraged younger children by showing them Bliss can be fun, even if it is sometimes at my expense - "See Mrs. Green not eat all Easter eggs"!

A big break for Elaine personally, came when she moved to a situation called a co-operative living project, described in a later article. She began to realize that she can function in society. She is happier about herself most of the time. Those of us around her no longer see the board as something special, but as part of Elaine - Like a pair of glasses. Yesterday she asked me, "When I leave school, can I work with Blissymbols?" Why not?

This is Elaine's latest:

Let's get cracking!



IN CLASS WITH AN ADOLESCENT SYMBOL USER

by: Anne Martin
Newfoundland

Elaine is seventeen years old now and has been using a 400 symbol board for three years. It is her constant companion inside and outside the classroom.

When I first started teaching at Virginia Waters School, Elaine did not have a symbol board and as her writing was virtually illegible, we had great difficulty in assessing her abilities, particularly in mathematics. The following year, Elaine was introduced to Blissymbols and from then on she used her board for mathematics. It was gratifying to watch her rapidly improving cognitive development.

Beginning with one inch wooden cubes, we established her ability to count and her numeral sequencing. The cubes were used because of her spasticity. The board was used to indicate the correct numeral. We moved very quickly to addition with carrying, and again we used the wooden cubes, this time designating a specific colour for ten. Thus ten red cubes became one yellow one and was carried to the tens place, e.g.

$$\begin{array}{r} 1 \\ 16 \\ 23 \\ + 14 \\ \hline 53 \\ \hline \end{array}$$

Elaine would use the blocks to add the one's column and then indicate 13 on her board. I would then ask "What number will I put down?" and she would indicate 3. "Where will I put the 3?" Her answer "

— 4

Then I would ask where to put the 1 and she would indicate ↑

and then proceed with the addition.

Subtraction came next, again using the cubes, this time taking away and indicating the numeral on her board. When we started "borrowing", another technique was used.

$$\begin{array}{r} 67 \\ - 59 \\ \hline 19 \\ \hline \end{array}$$

Here the question asked was, "Can you take 9 away from 8?" Having established that she could not, she was then asked what she did have to do. Her reply was

-! 7 6 1 ↑ 8

I then responded by re-writing the subtraction as indicated. Elaine then continued with the subtraction. The next school year saw the removal of the blocks and Elaine did the addition and subtraction computations using the numerals on her board.

When we started multiplication, we used the blocks again. Three groups of four would designate 3 X 4 and when she was asked how to do this, she indicated



My response was, "Yes, gather them together and add them." Having established this concept, Elaine was given a times table chart which she still uses although with less frequency now as she has many of them committed to memory.

Division continues to present some difficulty. Simple division is fine as she can use her chart, then subtract and indicate ↓ for the numeral to be brought down.

$$\begin{array}{r} 23 \\ 6 \overline{) 138} \\ \underline{12} \\ 18 \\ \underline{18} \\ \hline \end{array}$$

The questions and responses are:

Q. How many sixes in 13?

A. 2 ↑

Q. 2 XX 6 is what?

A. 12 ↓ — 13

Q. Subtract

A. 1

Q. Now what do you do?

A. \downarrow 8

Q. How many sixes in 18?

A. \uparrow 3

However, we have not been very successful with two digit division.

Elaine's progress since establishing her basic skills has been tremendous. She can now compute decimals, including simple percentages; reduce fractions to lowest terms and is learning to deal with money. We will be continuing her math. programme in a consumer skills programme in the forthcoming year.

Language was not forgotten as we developed her math skills and she now communicates in complete sentences as well as translating blissymbolic sentences into grammatical English sentences. When reading, we develop "Combines" for words not listed on her board and record them for her in a special scribbler. A lesson that involves writing a letter also includes placing symbols above (now to be under) the appropriate words so that the letter is in both languages. Science notes to the class are also given in both languages. Thus all her classmates understand the board and can communicate with her very effectively.

Elaine's entry into a group living project has done wonders for her in all aspects, not the least of which has been the development of a cookbook, her chore list in symbols and the continuous support of the people she lives with regarding her communication. Counselling sessions in school can be long and involved, but her board permits her to express her feelings and frustrations extremely well. When asked on one occasion why she had not taken her board, her reply was,

\perp 1 -! $\hat{\cap}$? \triangle Kathy $\hat{\vee}$ \square

"I don't know where the hill Kathy put it"! It took me a moment or two to get her real meaning!

Blissymbolics for Elaine has been the best thing that has happened to her. Her learning abilities have increased, her communication has increased, and her frustration has decreased. Although she has gone through periods of rejecting the board, she is now very aware that it is essential to her. She depends on it to communicate with both friends and strangers and thus Blissymbolics for Elaine is really her first language.

LIVING WITH A BLISS SYMBOL USER

By: Kathy
Newfoundland

For the last eight months I have lived with Elaine who is a Bliss Symbol user. This has been a very worthwhile experience. She has become more than a person with whom I work - she is a great friend.

Perhaps I should first explain our living situation. We are part of a Cooperative Living project. This project is sponsored by the provincial government and the St. John's West Rotary Club. My husband and I live with Elaine and another young lady who has cerebral palsy. This is not a group home and we are not houseparents. We are four young people sharing a townhouse. We share the household tasks, the grocery shopping, and all the other things that need to be done. We help each other with our problems. Each person takes on as much responsibility as she or he can handle. The aim of this project is to teach each of these young women the social and life skills which will help to make them as independent as possible.

Being a Bliss Symbol user can be frustrating. A user is a person who is different to those who talk verbally. But we are all different. We all have problems. However, we learn to change the things we can, and accept those we can't. Elaine's board has become part of our daily living. We have learned to adapt our lifestyle so that it is not a problem. The fact that Elaine does have some speech which is understandable to those of us who know her well, is a help. This speech along with gestures help us through those situations where it is difficult to stop and read the board. Some such situations are at mealtimes, doing dishes, and while cooking at the stove. To compensate for the limited amount of conversation in which Elaine can participate at these times, we set aside time before supper to sit down and talk to her about the day's activities.

Carrying the Bliss board around with her could be a problem. To lessen this, she has a board upstairs and another downstairs. If she is making a request such as, "Can I make a pudding for supper?", she usually does so verbally. However, if she wants to have a conversation, she must go and get her board.

She finds it awkward to carry her board when she goes out shopping. It has been suggested that the board be cut into four inch squares and placed between two sheets of clear Mactac. The board could then be folded like a map and carried in her purse. When we go out in public, we insist that she uses the board. Her speech is unintelligible to most people. If she is to be independent, she must learn to communicate with store clerks, bank tellers, etc., by using her board. We find that once we explain the board to most people, they are very understanding.

Sometimes people who have not seen the board before, tend to shout at her as if she were deaf or talk about her as if she did not understand. However, if they observe us talking to her as we would with anyone else, they usually catch on. Another thing that happens is that some people panic because they think they have to talk back to her by using the board. All these instances can be taken in stride for they are compensated for by the many delightful conversations she has with people who will take the time to understand what the board is all about.

Part of our life skills programme is to learn to cook and bake. Elaine found that she did not know many of the words found in recipes even though she does have some reading skills. There are very few cooking terms on her board. We decided to develop a Bliss Symbols cookbook. We found some of the symbols we needed in Charles Bliss' original book. For others we combined standard symbols, and still others we made up completely on our own. These might not be acceptable to B.C.I., but they serve Elaine's purpose very well and allow her to do some food preparation on her own without me being there to read the recipe to her.

Elaine seems to very much enjoy her living situation. The previous nine years were spent in an institution. Although she was well-loved and cared for, she was ready for more social and life skills than they were able to provide.

Our situation allows me to spend a great deal of time with her and this has meant very rapid progress. For example, when she first came to the project I had to get her up in the morning, prepare her breakfast, assist in dressing, and make sure she had everything she needed for school. Now she gets herself up by using her clock radio (which she chose and paid for by herself), gets her own breakfast, gets dressed and is ready for the bus driver when he comes without any assistance. She is very proficient at many household tasks such as vacuuming, washing dishes, or cleaning the bathroom. It may take a little longer, but you can be assured that it is a job well done.

May I just say that I do not think of myself as living with a symbol user or two people who have cerebral palsy. I live with three people whose company I very much enjoy. Is Elaine different from most teenagers? I don't think so. We often tease her about the time someone said to me, "The poor little thing - she can't talk". My reply was, "Can't talk! She never stops!"

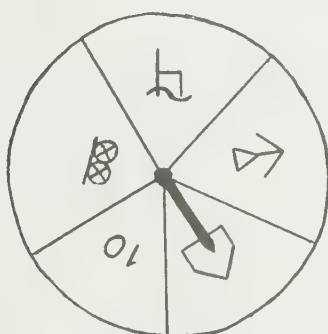
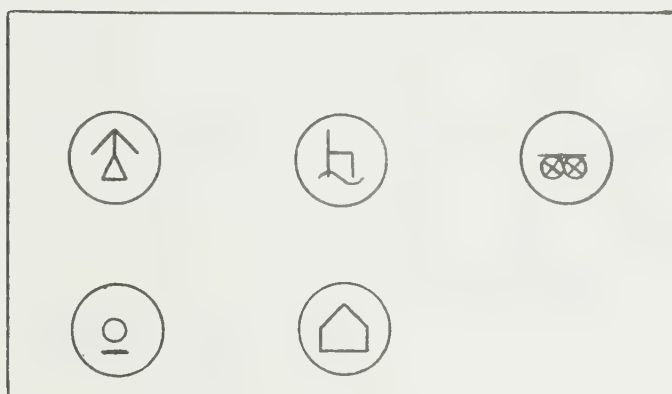
SYMBOL GAMES

From: Occupation Therapy Dept.
O.C.C.C., Toronto

1) Symster: Symbol + Twister Game

Aims: To encourage motivation to learn symbols and/or communicate
Body involvement - gross motor
Vestibular, tactile sensation
To encourage learning of new concepts - right and left discrimination,
size, colour, shape, etc.
Fine motor skills
Social interaction

Child spins dial and moves to identical symbol on mat.



2) The "I - You" Concept

Place large symbols made from masking tape on floor.

1

2

Have child move(or move child) between the two symbols demonstrating that he can be "I" or "You".

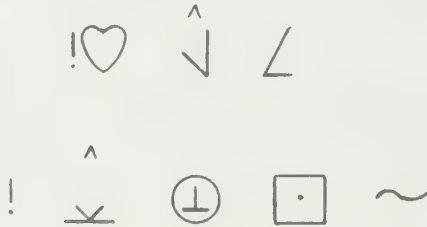
3) Do It Game

Objective: Child will use command symbol or "Please" to request that another player perform an action.

Materials: Blissboard, gameboard (start to finish type), one token per player.

If child can formulate a command, he moves his token forward two spaces.

Examples

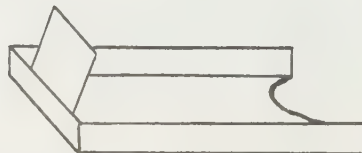


If another player can execute the command, he moves on one space and then takes his turn at making a command.

CLASSROOM IDEAS

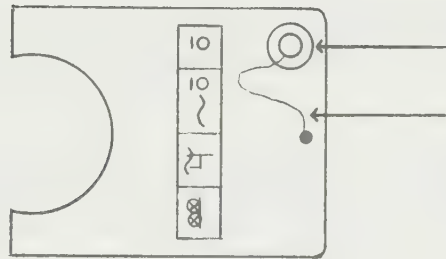
From: Dolores Gugler
Hamilton

- 1) Use wheelchair trays in which the sides have slits for inserting pictures, etc.



- 2) Use beanbags for a variety of games. Beanbags are easy to grasp and can be used for picture-symbol matching games, etc. Place desired symbol on beanbag with coloured tape so that it can later be exchanged. Beanbags can be obtained in a variety of bright colours - Preston has a coloured beanbag set.

- 3) Use dry-mount photo albums for making your own books. The stiff pages are easy to turn. For some students, clothespins attached to pages make turning easier. They flip the bottom clothespin and work their way up.
- 4) Symbol Bowling: Drill a hole in wheelchair tray, through which passes elastic affixed to a plastic ring on the tray. Also place desired symbols on the tray. On a separate table, level with child's tray, place plastic bowling pins bearing pictures affixed with clear tape or mac tac. The child bowls by pulling the ring and knocking down the pins. He matches those knocked down to the symbols on his tray.



- 5) Twister Symbol Matching Game: Use a Twister game for a floor picture-symbol matching task. Place symbols or pictures on the coloured circles and matching symbols or pictures on beanbags for appropriate placement. Colour concepts can be a part of the game. Twister could also be used for a gross motor bingo game.
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COMMUNICATION WITH MUSIC

by: Jean Walker
St. Catherines

For many years my son, John, now seventeen, was silent. He is now "talking" to us although he is still mute. We always knew what he wanted to convey but communication was an unsatisfactory melange of body language, twenty questions and just plain family E.S.P.

Then he was given the chance to learn the Bliss Symbol method and for the first time he had to learn to organize his thought patterns to form sentences, something that a verbal child does from the day he strings his first few words together.

The Bliss board was a great delight to us, but sadly John is severely handicapped and it is painfully slow and frustrating for him to point on his board. Because of his restricted movements, his symbol board cannot contain as many symbols as that of a more physically adept child.

As the youngest of the family with his siblings grown and moved away, he spends many lonely hours listening to his extensive collection of records and tapes. His preference runs to folk and rock and when he finds a favourite, he wears it out with repeated playings.

We knew that he had an acute musical memory and could identify a familiar piece of music by the first few bars, but we did not realize that he knew the words by heart.

He had tried once or twice to ask us about the records, then one day his sister realized what he wanted to do when he told her on his symbol board that he wanted to "talk records". I had been thinking that he wanted to discuss new purchases, but that was not the purpose of the exercise; he had found a new way "out".

I just read this to John for his approval and he reminded me that I had forgotten to explain about the personal dictionary that we are compiling for him of frequently used words. To do this he touched one of the cards that are pasted at foot height around his room. Reading clockwise, they say
 THINGS TO DO ** LONG RANGE COMMUNICATION ** SUBHEADED EVENTS ** WORD
 IDEAS ** PRACTICAL IDEAS ** CURRENT JOURNAL (means he wants to write)
 ** THESAURUS ** BOOK LISTS ** DICTIONARY ** RECORDS ** TAPES **
 END OF THOUGHT.

There was an unexpected delay at the beginning of our writing when he seemed to have rejected his first enthusiasm. There were many frustrating evenings when he persisted in Bliss symbol talking about a record at Karen's house. Karen is his young niece. After a visit, it was revealed that what he wanted was some of the old records that had been passed on to her, the beloved children's records of a few years ago.

He was jubilant as we "Idian Givers" returned home with the spoils. Straight away we had to start writing. He wanted an old record of Captain Kangaroo on which one of the songs begins with "This is the story of a little boy called Johnny". "Johnny stands alone". From this identifying

beginning, he told us, "I have been waiting all my life", "The words are pouring out like rain", "Day after day alone"

Night after night I am pressured to enter his room and write with him. I am only human and I must admit it gets pretty wearing at times. We adults get bored easily and have our own affairs that we long to be about, but then I am brought up sharply when John comes up with a particularly ingenious phrase and a very pertinent observation, and we are both carried away with delight.

The family E.S.P. worked again this time in conjunction with the Bliss symbol board. A lot of experimentation and halting "talk" later, we evolved a method. It is fairly simple since his records were already stored in alphabetical order so as to facilitate choice. We call out the titles of the records from the list and he responds when it is right.

After eighteen months of this, the list is a litany that we all know off by heart. When we get to the right record and the right song on that record, he answers by eye-pinting to "yes" or just jumps and smiles broadly. He knows exactly what he wants. Any initial scepticism has been demolished by the inspired accuracy of his choices.

After the appropriate song has been chosen, it is played and he will wait patiently for the phrase or word that he wants. We type it down and go on in this way until he lets us know that the thought is finished. Over the past year this method has been refined to include a dictionary and a collection of quotes that he has gathered from books that we have read to him or from television. In the middle of a show, he will jump and gesture and woe betide us if we do not have a pencil handy to catch the words. John is a pretty forgiving type and does not hold it against us for long if we do goof.

This combination of record words and the Bliss symbol board has been pretty effective so far. He has written about 160 pages of reminiscences, letters, thoughts, and some very pointed observations. He uses some very ingenious combinations of phrases. If it is obscure at first, we must persist and then it will become chrystal clear.

He writes letters to friends, poems, advice, memories and rails at events, in his own laborious roundabout way. This is a great emotional release for him if nothing else, and we now have an insight into his thinking.

At one time he even did his homework this way. It was intended as an exercise for the Bliss symbol board but John refused to do it that way. He demanded his record method and came up with some very satisfactory results. The teacher would read a story onto tape but not finish it and John had to find the ending. One story ended as a cowboy rode into a mysterious range of hills. John had him find a cave with skeletons and gold and found a quote in his records about life being more precious than riches.

This is a particularly personal method of communication. It is no breakthrough for other children but it suits John very well. It shows, I think, that you simply can't dam up a human mind completely, it finds a way out. Thought trickles out through all the little crevices, some that we have not even begun to explore properly, such as E.S.P.

I have a recurring dream that the silence has been breached - that John is talking to me and I come to know my youngest child in the way I know his brother and sisters, but then I wake up and am grateful that we have any communication at all.

It must be understood that John has to talk "obscurely" since he is using phrases from songs. We record the sound source, then the phrase, then we add or subtract what he wants to reach the final result. Here for example, he is talking about his school experiences. Pre-Bliss school was not a good experience for him.

The Beatles "I used to get mad at my school"

Tommy "surrounded by his friends, he sits so silently"

Phil Spector "Just one thing I've got to win"

Bobby Vinton "graduation"

For the next two words John had to use a lot of ingenuity. For the name of his symbol teacher, he went to a record by Barbara Streisand, refused to let me play it until I finally twigged that he wanted the name "Barbara".

Then he wanted (via Bliss) a Christmas record and in the carol, "We Three Kings", found the next phrase he wanted.

"we travelled far" We did have an hour's drive each way each day.

Tommy "We climbed the mountain" The school was on Hamilton mountain.

Edward Bear "back home again" He now goes to school in St. Catherines.

The Beatles "Martha" (new teacher) "I spend my days in conversation"

One of the amusing conversations we had was about some plans to expand his present school to build another wing and a swimming pool. Plans were afoot at this time to collect money and some discussions had been held with the children. I, however, had heard nothing of this so John told me ...

The Beach Boys "Now what's the matter, ain't you heard of my school?"

McGarigle Sisters "a swimming pool"

Phil Spector "thanks to someone"

Helen Reddy "taking its own sweet time" John is impatient!

Val Doonigan "We will be adding a wing"

Tommy "You can help to get some more in, to collect some more"

Julie Andrews "I have confidence"

Oliver "You got to pick a pocket or two"

Cabaret "get a little, money money money"

Andy Williams "coins in the fountain"

Tommy "have your money ready" "We need more room, build an extension"
"spare no expense"

This little exercise took a Friday evening. I did not suggest anything to him and he kept coming up with more appropriate phrases.

John was very sick for about two months. We had two nurses come into the house and he became fond of them. After he was better, he wrote each of them a letter. To the first nurse, he wrote ...

Bliss Board "Coral" "nurse"

Doris Day "I hear violins" This nurse always turned on the classical music stations and told John she was particularly fond of violins.

Solid Gold "the boy had me on the run" He did too - she was very busy!

"My chances of survival were getting very slim" This is too true to be comfortable - we did not know that he realized the fact.

Jethro Tull "for sixty days and sixty nights" "with you there to help me" "I won't give in and lose the fight" He didn't lose.

To the second nurse who was Irish, he wrote ...

Bing Crosby "Irish"

Val Doonigan "Maria" Her name is Moira.

Bing Crosby "the door is open wide"

The Beatles "will you take some tea with me"

Val Doonigan "empty now" (lonely)

Tommy "lives in this town" "let's see her tomorrow"

McGarrigle Sisters "I might have drowned"

Jefferson Airplane "Remember what the doctor said"

Captain and Tenille "God only knows"

Julie Andrews "Then I met you, it was a lovely time"

Following is a letter to his brother who had gone away to university. John misses him a great deal. The record titles have been omitted now that the idea is established.

"to my brother"

"Jimmy, oh Jimmy" "Gee, what a real swell guy"

On Bliss Board - J.J. and Alec going away.

"go your own way" "You stole my mother's heart away" (I was upset.)
 "we stay behind" "Go, then come back home" "There is no one to take
 your place" "James, James said to his mother" "tell them I'll be there"
 "How about your brother" "something to eat" (Jamie has a large appetite)
 "How I wonder where you are" "I wish I might" On Bliss board - see your
 house
 "From you I get opinions, from you I hear the story" "Hurry home"

BLISSYMBOLICS FOR DYSPHASICS

A CASE REPORT

by: Stella Bailey
 England

For eighteen months I have been working with a severely dysphasic patient using Blissymbolics. I believe the results to be sufficiently interesting to warrant further study and evaluation of the possibilities the system offers us in our work with these patients.

Mr. L., a Technical Examiner by profession, suffered a C.V.A. in January 1976, at the age of fifty-five. This left him with a right hemiplegia, severe dysphasia and an articulatory dyspraxia. Initially, he was unable to match the spoken or written word to an object or picture, although he could match simple written words. He received regular twice weekly speech therapy from one month post onset and was seen daily from March to August 1976.

I first treated Mr. L. in September 1976, by which time he could write his own and a few object names spontaneously, and could copy words. There had been little progress on the auditory side and there was no speech. No formal assessment had been attempted. Physically, he had made good progress and walked well without aid; he was also becoming very skilled in the use of his left hand for writing and painting. He was, however, showing signs of increasing despair at his failure to communicate. In all other respects, he presented as a typical global or irreversable aphasic.

I believed that the frustration not only inhibited progress, but was masking his true potential, and that an alternative communication system, while relieving the former, might also enable a better evaluation of Mr.L's residual/alternative capacity for communication.

Observation suggested that Mr. L. was functioning at a relatively high level non-verbally, and that he had no visual, perceptual difficulties. I was looking for a system which could, perhaps, encourage maximum use of the apparently unaffected right hemisphere, including its now recognized, if limited, linguistic skills.

Premak's reported success in teaching an "artificial" language to global aphasics was based on a similar premise, that "... globally aphasic patients retain a rich conceptual system and at least some capacity for symbolization ..." (Premak et al '73).

Both considerations led me to believe that Blissymbolics might fulfil a similar function, with the advantage that it was possibly more closely related to "conventional" language than Premak's cut out symbols.

My observations regarding non-verbal function were confirmed by Mr. L's performance on Raven's Progressive Matrices and Koh's Block Design Test, and from his response to a series of visual recognition and matching tasks involving symbols and their components.

Before making a final decision, I had a meeting with Mrs. L. at which I explained that what I proposed was new, and as far as the treatment of dysphasia was concerned, unproven. I briefly explained the system to her and stressed that it would require her full participation and co-operation. We then put the proposal to Mr. L. stressing that we hoped it would only be an interim measure. I believe that the careful preparation of patient and spouse/family, is essential for the successful introduction of any alternative communication system.

Mr. L. attends three days per week, with at least one hour per day being spent on symbol instruction; with an additional hour per day with a volunteer who has worked with him since the start of the programme. During the rest of his time in the department, he takes part in our normal group sessions. Periodically, I arrange symbol activities for the whole group; but the fact that he is the sole symbol user is a disadvantage.. On the days that he does not attend, Mrs. L. works with her husband. Her comments and suggestions have proved invaluable in planning and carrying out the programme.

Before commencing, I administered the Minnesota Test for the Differential Diagnosis of Aphasia (M.T.D.D.A.), as far as this was possible without causing Mr. L. undue distress. He was able to attempt only 29 of the 47 sub-tests, and had an error score of 100% on 4 of those.

The initial aim was to work towards use of a 100 vocabulary symbol display. As a beginner in symbol instruction, I followed the guidelines of the Blissymbolics Communication Foundation, making a number of changes in vocabulary. I retained the layout and main syntactic categories of the published chart. We worked for six weeks with separate symbols before introducing the display, which initially contained only familiar symbols. It was six months before all one hundred symbols had been presented.

In March 1977, at the six monthly re-assessment, Mr. L. demonstrated a gain of 22% in the Auditory Comprehension Score of M.T.D.D.A. and 9% in Visuomotor and writing. There were improvements also in non-verbal scores (see table at end). Although Mr. L. did not use the chart to initiate communication, he would use it in response to questions, though mainly in structured situations. Despite no direct work on speech, he had begun, very occasionally, to spontaneously name an object. This, taken with the results of re-assessment, and his wife's report of improved mental alertness and ability to follow conversation with fewer clues, encouraged me to continue with an amended programme.

I had come to realize that a technique designed to teach language to a child was not entirely appropriate for encouraging recovery of language in an adult, and that some of the demands I had been making on Mr. L. were beyond any that I would have attempted or thought appropriate in traditional therapy at this particular stage; e.g. expecting to elicit phrases and simple sentences before he had adequate mastery of the single word response.

I decided to increase the number of nouns in the 100 vocabulary, retaining only a few adjectives, interrogatives and three strategies (action symbol, plural marker and "opposite"), all of which Mr. L. had demonstrated the capacity to comprehend and use in a structured situation. The new chart was completed just before treatment was interrupted for one month for the holidays. On returning to therapy at the beginning of September Mr. L. appeared to have retained his acquired knowledge well. However, formal re-assessment towards the end of September, showed a marked reduction in scores in the auditory and numerical sections of the M.T.D.D.A. There was an improvement in the speech and language section. Non-verbal scores showed an overall improvement.

Unfortunately, during the summer, Mr. L. had developed regular epileptic seizures - at approximately three week intervals - in which he would lose consciousness for a few minutes and remain dazed and confused for several hours following. There had been isolated episodes during the previous six months but a regular pattern had developed in June to July 1977. In August it was decided that he be given a year's course of Phenobarbitone, which to date has proved successful.

Whether this was a factor in the lowered score is uncertain. Mr. L's auditory ability had consistently fluctuated, and throughout he had been more successful matching Blissymbols to written and picture stimuli than to an auditory stimulus. I believe it had possibly been an error in the original presentation to constantly associate the symbol and written word, with the result that Mr. L. had learnt the unfamiliar Blissymbols principally by association with the more familiar written symbol; e.g. he confused visually similar words despite the dissimilarity of the Blissymbols, head/hand. To try and test this, I prepared a second copy of his chart omitting the written word. The confusion disappeared and he adjusted very quickly to this chart, but I believe its effect was simply to force him to rely on his acquired symbol knowledge.

A year after commencing the programme, I felt Mr. L. was ready for a larger vocabulary. We therefore began to plan for a 200 vocabulary chart. (I had learnt that it was better not to finalize my choice of vocabulary, but to be sufficiently flexible, within a structured framework, to try and meet the changing needs and skills of Mr. L. as they arose).

Eighteen months after commencing the programme, I am convinced that Mr. L. has made more progress than I would have expected had I employed "traditional" techniques. This is confirmed by latest, formal re-assessment. On the M.T.D.D.A., auditory comprehension rose by 15%, i.e. to within 1% of the initial dramatic improvement. Reading comprehension increased by 5%. Writing scores have remained constant around 46% Error Score for the past year - more a reflection on the content of the test than Mr. L's ability. The numerical score also returned to within 3% of the maximum score achieved a year previously.

Non-verbal scores have established Ravens at a constant 50 (which places him within the 95th percentile for his age group in the normal population) and although the Block Design test showed a drop of 3 points, this is still a 93% score - on a timed test for people with two good hands. We have found this "levelling-off" in non-verbal scores occurring quite frequently in our dysphasics as their language scores rise.

I am disappointed that the early signs of development of oral naming have not progressed. I did try a parallel programme of Melodic Intonation Therapy for just over a month, but Mr. L. was unable to achieve more than the basic rhythms of the phrases and was so aware of his failure that I believed it was counter-productive to continue.

Nor has Blissymbolics, so far, overcome the barrier which appears to prevent the severely dysphasic patient recovering spontaneous use of clinically demonstrated language skills.

I am not clear to what extent Mr. L's previous language ability aids or interferes in learning Blissymbolics. In use of the plural, he appears to have learnt to associate plural marker with final "s" to the extent that he recently pluralized the verbs, "reads", "walks", "eats", etc. He was also very confused by the symbol for the verb "to be" representing "is", "are", and "am". On the other hand, he has learnt to understand and use strategies for "opposite" and "make action" with comparatively little difficulty, but tolerates the "combine" symbol as an unnecessary complication.

Working with a patient on a symbol programme is time-consuming, preparation time is initially doubled. The number of suitable patients in any one centre is probably small. The less severely handicapped tend to reject symbols even as a treatment technique. Nor is the programme necessarily appropriate for all severely dysphasic, dyspraxic subjects with good visual perceptual skills. Two other patients, who were initially thought to be good candidates, were excluded after only a few months.

In group work with the non symbol users, there did appear to be two distinctive minorities amongst the severely handicapped. One group who responded positively and improved their performance on a task involving visual memory and matching when using symbols rather than words; and a second group who were notably better with words.

The programme for Mr. L. continues. The progress he has made may have been the outcome of a highly structured, repetitive programme which imposes a strong discipline on the therapist, and may not be the direct result of Blissymbolics.

It is important to make a clear distinction between the use of symbols with the dysphasic adult and their use with the severely dysarthric or anarthric patient, where symbols per se might be unnecessary, but where the grammatical strategies of the system could be utilized to enable the adult restricted to communicating with a word board, to have access to a larger vocabulary.

It would be unrealistic to attempt to redesign a programme on the basis of experience with one patient. There are, however, a number of areas which I believe merit the careful consideration of anyone working with the adult dysphasic.

In order that the use of Blissymbolics with these patients be given a thorough and appropriate evaluation, it is important that all those involved should co-operate in the exchange of experiences and ideas, and that advice and guidance from other disciplines, such as linguistics and psychology, be sought.

TABLE OF ASSESSMENT RESULTS Showing Positive % Scores

Date	M.T.D.D.A.					Ravens Matrices	Kohs Block Design
	A	B	C	D	E		
Sept. 76	36%	52%	6%	36%	70%	85%	76%
March 77	58%	61%	7%	54%	82%	90%	86%
Sept. 77	42%	57%	17%	55%	58%	83%	95%
March 78	57%	62%	19%	54%	79%	83%	93%

Reference:

Velletri-Glass, Gazzaniga & Premak.

"Artificial Language Training in Global Aphasia"

Neuro Psychologio, Vol. II 1973.

NEWS FROM PHILADELPHIA

From: Patricia Hollingsworth
New Oxford, Pa.

Following is an exchange which took place during the attendance of Anna Harmon and myself at the C.E.C. Convention in May in Kansas City, Mo. We were there to give a presentation on our Blissymbolic Project with Trainable students in Lincoln Intermediate Unit #12, New Oxford, Pa.

This cable was received upon arrival:

5/01/78 Pat and Ann Good Luck Knock them on their Bliss
Symbolically Yours Meg and George (Margaret Shaffer and Georgette Carr)

REPLY: 5/02/78 Charles was never better Blissfully yours Thanks
for the encouragement Ann and Pat (Anna Harmon and Pat Hollingsworth)

For your interest: On June 19th, my son, Sean Hollingsworth, video taped four children at the Home of the Merciful Saviour in Philadelphia. The staff was a little apprehensive that the kids would be shy. Sean, a natural with children, gave them a chance to do some video taping of their own, taking pictures of their teacher, Giselle Garnicki. With a little help, they squeezed the "trigger" on the camera and "Voila" they could immediately see Giselle in playback. Needless to say, they were more than anxious to be movie stars themselves. As for the quality of the approximately 25 minutes of tape of group and individual instruction, explanation of teaching materials, tactics, and a demonstration of a six level autocom board user, it is a treasure.

EDITOR'S NOTE

Letters and articles by symbol users are reproduced essentially as submitted by the authors.

Some Blissymbols illustrated in this issue are obsolete forms which have been revised in the 1000 Blissymbol Stamps issued by the B.C.I. in July 1978. The obsolete form has been depicted here as it was the one available to the author at the time of writing. Therefore, neither these symbols nor usage should be regarded as a model for expression or instruction.

Ⓒ Blissymbolics used herein developed by C. K. Bliss and Blissymbolics Communication Institute, and published by exclusive worldwide licence of Blissymbolics Communication Institute, Toronto, Canada. No part of this publication may be duplicated without the express permission of the B.C.I.

Ⓑ indicates a B.C.I. symbol which differs from the C. K. Bliss version in symbol form or wording.

SYMBOL USERS' CORNER

The following symbol stories were collected by Russell Cecchini for his Smith Falls Newsletter which has now ceased publication. Please continue to send such material to Russell at his new address for use in this Newsletter.

$\perp_1 + \sum^x$
My Symbols

By: Russell Cecchini
Smith Falls and Hamilton

/ #1 ⊕ \perp_1 Δ° >1 / \sum □, $\perp_1 +$ $\perp \uparrow \square$

The first time I went to the symbol room, my teacher

$\uparrow \square$ \perp_1 \ $\uparrow x$ \sum^x Δ_3 \circ° \perp_2 $11 = \hat{\square}$ / \sum

taught me a few symbols. He said you take this symbol

□ >1 / $\otimes^{\vee \vee} \times \times \square^{\otimes}$

table to the ward.

Δ / $11 = \hat{\Delta}$ ←, \ $\perp \rightarrow$ \perp_1 Δ_3 \circ° ? □

On the way back, a person stopped me. She said what

$\hat{\otimes}$ / □ » \perp_1 \circ° , $\hat{\otimes}$ $\hat{\Delta}$ \perp_1 \circ° Δ \circ° $\hat{\oplus}!$

is that table for. I said it is to help us talk. She said good!

$\square \cdot / (\downarrow \downarrow_1 \equiv \overset{\vee}{\times} \overset{\vee}{\times} .$

In the future it helped me very much.

$\square \downarrow_1 +) \odot + \triangle \uparrow \square \triangle c + \wedge_H$

In my last year of school Carol and Hugh

$\odot \circ [?] \odot \downarrow_1 \odot / \odot \overset{\vee}{\downarrow} \odot \odot + / \odot \square .$

asked me to be the editor of the (Symbol) newspaper.

$\overset{x}{\downarrow}_1 \downarrow \rightarrow / \sum \square . \downarrow \equiv \downarrow \uparrow \overset{x}{\downarrow}_1 \vee \overset{\vee}{\downarrow}$

We started the Symbol Paper. It took us a long

$\odot \cdot / \odot \square \triangle \square \cdot \downarrow \overset{\vee}{\downarrow} \odot / B.C.I. \odot \lessgtr$

time before the Newspaper went out. After a little time the telephoned

$\overset{x}{\downarrow}_1. \overset{x}{\downarrow}_3 \circ \overset{\vee}{\downarrow}_1 \pm \downarrow \vee \odot \otimes \oplus !, \square_L \odot \gg / \square .$

us. They said we had to get a licence for the paper.

$\overset{x}{\downarrow}_1 \downarrow \overset{\vee}{\times} \overset{x}{\square} \circ, \square \cdot \downarrow \equiv \downarrow \rightarrow \cdot \wedge_H \triangle$

We got many stories in the beginning. After Hugh went

$\equiv \triangle \square \rightarrow \triangle c + \downarrow_1 \pm \equiv \overset{\vee}{\times} \overset{\vee}{\times} \wedge \rightarrow \overset{x}{\downarrow}_1$

away Carol and I had very much work but we

-! \uparrow \uparrow / Σ \square .

didn't give up the Symbol Paper.

\perp_1)($\hat{\bigcirc}$ > \triangle PARTICIPATION HOUSE \square

I now live at

in

$\times \times \triangle$ HAMILTON + $\hat{\wedge}$ + \triangle BARBARA RUSH. \perp_1 $\hat{\wedge}$ \downarrow
and work with I will help get

Σ $\hat{\bigcirc}$ >> / B.C.I. \square \odot . \perp_1 $\hat{\heartsuit}$ \perp_1 + $\hat{\bigcirc} \rightarrow$ \odot

symbol stories for the Newsletter. I want my old

$\hat{\bigcirc} \heartsuit$ +! $\hat{\wedge}$ Σ $\hat{\bigcirc}$ > \perp_1 > PARTICIPATION House,
friends to write symbol stories to me at R.R. #1,
BINBROOK, ONT.












\perp_1 $\hat{\heartsuit}$ $\hat{\bigcirc}$ \heartsuit \uparrow > 2 $\hat{\bigcirc}$ \perp_3 $\hat{\bigcirc}$ $\triangle C$ + $\wedge H$.
I want to say thanks to people. They are Carol and Hugh.

\triangle $\square \rightarrow$

Outing

By: Jim Bevaul
Smith Falls

\triangle \perp \uparrow \square + \perp_1 $\hat{\wedge}$ \otimes \square \otimes \downarrow \odot +
Woman teacher and I put money in machine get food and

drink. We go out. I eat food and drink. I see















man work in afternoon. I see flowers trees blue bus. Thanks






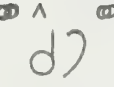








woman teacher

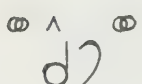












Bird

By: Frank Filippelli
Montreal

Bird girl yellow canary Birdie It sings all the time. It starts

to sing (at) seven in the morning. My brother opens the door's

























cage bird won't come out. It drinks water and eats seeds

in a special container. It stands on the swing and swings.

BLISS SYMBOLS AND THE BEHAVIOURALLY DISTURBED CHILD

By: Joan MacLeod
Baddeck, N.S.

(Joan MacLeod is a primary school teacher with a Nova Scotia Teacher's Licence, a Primary Diploma, a Special Education Diploma, and is presently on sabbatical leave studying in the Early Childhood Programme at Nova Scotia's Teachers' College. She has been teaching for sixteen years, the past four in Special Education).

I have been using Bliss Symbols with a ten year old boy, diagnosed as an expressive aphasic, for the past two years.

When I first met Kent four years ago, he was a very frightened and frustrated six year old, occupying a seat in a rural classroom which contained approximately twenty-five students, primary to grade 3. At this time Kent was being seen by a team at the Children's Hospital in Halifax twice a year. Most trips were unsuccessful as he was most unco-operative. Testing periods were usually never completed. In class, temper tantrums were the order of the day and the teacher and other children were becoming as frustrated as Kent. No-one knew how to manage Kent in this environment.

Special Education Services were just being set up in our school district and I was put on a circuit which covered several schools. This meant that I saw Kent only twice a week for an hour at a time. My first plans were to win his trust and diagnose his strengths and weaknesses. I soon discovered that I needed more time with the child so I requested, via the Inspector of Schools, that Kent be bussed into my home school. The second year Kent attended full time, being removed from the regular classroom and placed in a self-contained class with six other students. Here he received the much needed one-to-one attention.

Behaviour had to be controlled before any academic learning could take place. I set up a Behaviour Mod. programme for him at first, using small plastic farm animals for reward. This proved to be successful and I then introduced Kent to Bliss Symbols.

It was quite by accident that I came upon the Bliss system. While going through a film catalogue one day, I noticed the film "Mr. Symbol Man" and remembered viewing the T.V. programme on Charles Bliss several summers before while attending summer school. I thought if Kent can't speak, surely he can point to symbols for communication - Why not try it!

I called the therapist in Halifax who had been working with Kent and asked if it would do any harm if I tried Bliss Symbols with Kent. The reply was, "Why didn't we think of that!" They sent me a kit and I proceeded to learn the symbols along with Kent. I obtained the film and showed it to the parents and discussed my plan of action with them. The film was also shown to the other students in the class so that they would be familiar with the system that Kent would be using for communication.

As Kent learned the symbols, we labelled things in the classroom and his parents did the same at home. We began to see changes in the child. Kent has been making progress ever since.

He now knows about one hundred symbols but does not always use them to communicate. He has started to use more spoken language and now has approximately fifty words in his oral vocabulary. Given direction, he can make sentences using symbols, e.g. Kent can laugh.

Teacher has a dress.

Robert is big.

He does not consistently use this sentence structure when speaking. He has learned to recognize the other students' names in printed form, knows all the letters of the alphabet, both upper and lower case, has number concepts to five and is presently working on number concepts six to ten. Kent has also learned to print and has approximately twenty sight words for a reading vocabulary. This year I met with the Bliss Team in Halifax and in addition to Bliss Symbols, we decided to introduce Kent to Visual Hand Signing. Now he communicates with Bliss Symbols, Visual Hand Signs and some spoken vocabulary.

Success with Kent has led to other endeavours. Another special education teacher in our school has started using Bliss Symbols with a cerebral palsied boy of fifteen years who has never attended school before. There is also a possibility that symbols will be used in the near future with another young cerebral palsied girl attending school for the first time.

Kent's communication programme has proved successful in a number of ways. Today we see a happy little boy, very happy parents, and above all, a child who has learned to communicate his thoughts to others for the first time. Our greatest joys include Kent's happiness with himself and his acceptance at regular school by the other students. His family can now share and enjoy the everyday occurrences which was previously impossible due to Kent's behaviour.

Here is an example of communication between Kent and myself one recent morning. (Kent's sister is a Highland Dancer). Kent came running into the classroom. He first pointed to "B" on the symbol board, then to the symbol for "weekend", then the gesture and pose of a highland dancer, then he added the spoken word "away". In this manner he told me that his sister ("B") went away for the weekend to dance. I verbalized it for him, he smiled and ran out the door to the playground. He had shared his news with me and was pleased that I understood him.

SYMBOL NEWS FROM HOLLAND

by: Ruut Koopmans
Holland

After serving my Bliss Internship in Canada during the summer of 1977, I returned to Holland with much information, ideas and good wishes. It took me some time to absorb all I had learned.

Then I began my work at the Nifterlake Day Centre. We now have three children using Bliss Symbols. Two of them started when I returned from Canada. The other child, a five year old athetoid boy, began his programme in May 1977 and had already acquired 80 symbols. I made him a 3-folded board containing 100 symbols which he liked very much. He is able to say what he wants by handpointing and by making some natural gestures. He can make simple symbol sentences such as "bird" "House" "wash" "eat" - telling me that he washed his birdhouse and gave food to the bird. He tells when he is happy, sad, angry, or when he needs some help. He is extremely athetoid, has no speech at all, poor mouth movement, and low-average intellectual functioning. He also has a Bliss "place mat" containing food symbols.

I have adapted many BRUNA children's books for him which he takes home. The family is also very enthusiastic about his communication method. His little brother and some neighbourhood friends have learned many of the symbols. His brother said he did not want to be a "brother" because he has no 'stick' in between like "daddy" (see "brother" and "father" symbols). We also made many felt symbols which we use in group work with other speaking children.

In the same group at our Centre, we have a three and a half year old boy who is very spastic, mentally retarded, and with no speech when he first arrived but has since developed some babbling sounds. In November 1977, we began a Bliss Board with the "toilet" symbol. This worked very well. We also labelled items in the classroom. He also has a "place mat". We fill in "new" symbols on his board as they are learned. During group sessions, we use felt and wooden symbols with encouraging results. We notice some progress in his babbling, also in his use of the symbols that he knows. He now has twenty-five symbols.

Our other symbol user is a six year old girl, very physically involved and mentally retarded. She did not make any progress at all until about a year ago. At that time she began to be a little more aware of her environment and interested in what happened to her. She had had no speech at all and then gradually started to make sounds and parts of words, with a definite "yes" and "no". We commenced a Bliss programme with her in November 1977 after obtaining the parents' consent. The group leaders were also most co-operative.

Again, we labelled items in her classroom and adapted BRUNA books. We made a picture book with symbols about her family and their new home. Also a special picture book for emotions. She really enjoys her Bliss "place mat" at lunchtime. After one month, this child had acquired a little more than thirty symbols.

She takes her symbol board with her everywhere she goes. She tells us when she is happy, sad, or angry, about the weekend at home, or the things she does at school. Examples:

I angry
 You go swimming
 Me mom dad tree
 Grandpa hospital
 Grandpa pain ear
 Me grandma store
 Outside rain Not inside

She now knows approximately 100 symbols and we are all surprised at how well she is doing. With the use of symbols, she is beginning to vocalize more. Often we can distinguish words and are even able to work on articulation !

Currently we are making a Bliss film for a teaching machine which will enable the children to work alone. We are certainly working very hard, with much energy and fun !

Since my return from Canada I have given many talks on Blissymbolics and my Internship spent in Canada. These presentations have been made to various Day Centres, colleagues, parents, and professional groups. I am a member of a working group of eight speech pathologists representing different Crippled Children's Centres which meets regularly once a month. Blissymbolics is of great interest to this particular group. We have exchanged ideas on games, materials, etc., and are now considering the assessment papers from B.C.I. We are planning translations of the material and trying to form a co-ordinating committee. This is in its early stage but gradually we shall make progress.

One of the speech pathologists took an elementary course in England last summer. This helps both of us to think more clearly, share ideas and plan for future action.

Contact with the foundation that subsidized my internship is increasing. Maybe in the future, we will be able to have our own Resource Centre ...?

BLISSYMBOLS IN NEWFOUNDLAND

by Jane Green
 Newfoundland

(Jane Green is Principal of Virginia Waters School for Handicapped Children and President of the Blissymbolics Association of Newfoundland and Labrador)

At the time of writing (Summer 1978), Newfoundland is looking forward to another Elementary Workshop at the end of October. We now have twelve symbol or pre-symbol users and double that number known to be ready and waiting for teachers.

A start has been made in St. John's with adults.

Our Association has held two Bliss Update Days since our last Workshop in May, 1976. At the first, in November 1976, we were delighted to have Claudia Chant's help. At the second, we viewed and discussed Ron Rizzo's tape from Dayton, Ohio, had a slide presentation from Kathy Pilkington, and received reports from around the Province.

Like many other parts of Canada, we have problems of distance. We hope one day to be able to properly support our outlying symbol users. Has anyone pursued the idea of family workshops? We are at present investigating the possibility of obtaining funding for a pilot project in which several groups will be involved, Blissymbols to be one of them.

The idea is to have six to eight selected families, symbol user and at least two members of his family, meet and spend five days together, having fun and instruction, talking and sharing. It has been done here with families of pre-school deaf children with considerable success. I should be glad to hear what others think, or of their experience with this kind of project.

Best wishes to all symbol people from Newfoundland.

BLISS AND THE PRE-SCHOOL CHILD

By: Linda Rathburn
Nova Scotia

The Wee Care Development Centre is a therapeutic unit for physically disabled pre-school children. An individually designed programme is offered which attempts to promote their optimal motor, emotional, mental and social development. Where possible, attempts are made to prepare the children for regular day care or nursery school placement, and eventual entry into the regular school system. Physiotherapy, occupational and speech therapy are also available to the children. At present, most of the children have cerebral palsy, as well as blindness, deafness, and multi-handicaps. The Centre can accommodate fifteen children.

This past year we have had three children involved in a Bliss programme. The communication so far is carried out on a one-to-one basis of teacher to student. There are many large symbol signs placed on walls around the Centre, including the wash and snack areas and general play area.

Bobby is a five year old boy with cerebral palsy. He has a high level of understanding and no speech sounds. His wheelchair tray has twenty-two symbols and two pictures - one of himself and one of his father's truck which is named "Little Bob". Bobby communicates by eye-pointing. A setback occurred when Bobby was going through a period of general frustration. When his Bliss board was set up, he became upset and refused to look at it. However, by re-introducing the board for short periods of time, his interest returned and he is more communicative now.

Jimmy is a three year old cerebral palsied boy without speech. His motor control is limited but with effort and concentration, he is often able to touch the symbols at the front of his board. Jimmy has been very successful with Bliss. He is very quick to learn new symbols which are introduced along with a picture at first. Like Bobby, he communicates by eye-pointing. It is delightful to see Jimmy's obvious enjoyment when he communicates with his board. We are looking forward to his continuing success with Bliss.

Another of our C.P. symbol users is five year old Darin. His teacher spent much time doing pre-Bliss exercises with him, including identification of pictures and colours. Darin has a few speech sounds and can move his hands well. He recently obtained glasses, and with his corrected vision, he has begun a Bliss programme. To date he has four symbols and has been very receptive and ready to continue with more. Hopefully, Darin's speech will develop but Bliss will definitely be an asset to his increasing level of communication.

The Bliss programme has become a very positive approach in helping some of the children at Wee Care, and is opening the doors to communication. By learning new techniques and methods of instruction, the teachers hope to expand the Bliss programme in the future.

NEW MATERIALS

From: Sachi Tamura
Victoria, B.C.

We have available 100-vocabulary T-shirt transfers at a cost of \$2.00 each. These transfers must be taken to a T-shirt store for application as correct heat and pressure are essential for permanent application.

Also available are protective plastic covers for symbol displays.

18" x 12"	Folds in half - two pockets	\$2.50
18" x 24"	One pocket	\$3.50
18" x 24"	Folds in half - two pockets	\$3.50
18" x 24"	Folds in quarters - four pockets	\$3.50

Please add \$1.50 on all orders to cover postage. Cheques to be made payable to Greater Victoria Blissymbolics Programme. Write to:

Greater Victoria Blissymbolics Programme
596 Head Street
Victoria, B.C.,
Canada
V9A 5S7

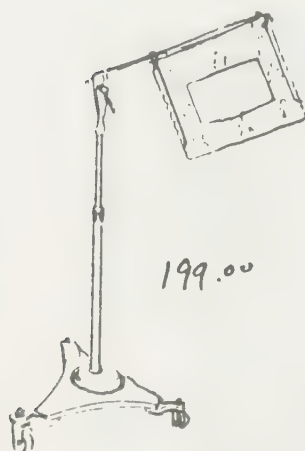
O.C.C.C. has embarked on a new Communication Programme and will set up a room to display commercially available communication aids.

We will be looking at aids not only using Blissymbols but at aids which meet the total needs of the speech impaired person.

Through the Newsletter we will keep you informed as to which aids will be on display at the Centre. Naturally it will not be possible for us to loan equipment to individuals but evaluations can be done at the Centre.

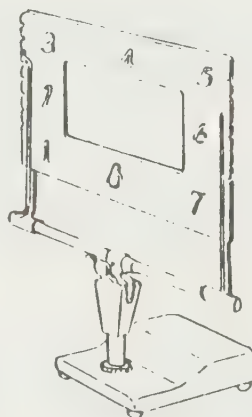
To-day we would like to announce that the ETRAN will soon be available in Canada mounted on three different settings.

General Description of Each Model



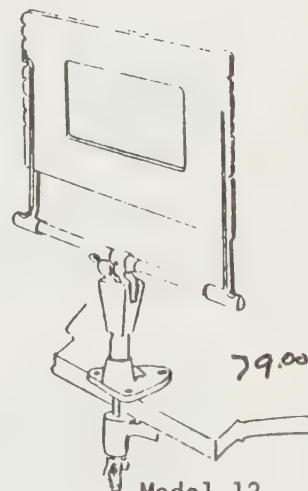
Model 10

This clinical model is height-adjustable and mounted on a weighted wheel base for use over beds, mats and other instances of reclining posture (or temporarily wheeled in front of a seating system).



Model 11

This table-rest model is mounted on a weighted base for quick placement/removal from wheelchair trays, tables or any flat surface.



Model 12

This semi-permanent model is mounted to an adjustable C-clamp for use in securing the communication display to any surface's edge.

EXTRA DISPLAY PANELS

DP-15 - 19.95

The prices quoted are in U.S. Dollars and will vary in Canada. This ETRAN is one of many aids from ZYGO. The representative of these products is Everest and Jennings.

One word of caution:

At the present time many new aids are coming on the market and are praised by the News media. All of them are small wonders of modern technology. But unless a youngster is assessed carefully, viewing the full range of equipment available, the equipment cannot be used to the full potential, or could even be useless.

For information please contact:

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